DOCUMENT RESUME

ED 032 289 SP 003 085

A Plan for Improving the Education of Disadvantaged Children Through In-Service Training of Administrators, Trainers of Teachers, and of Classroom Teachers. Director's Report.

Corpus Christi Univ., Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date Jul 69
Note-34p.
EDRS Price MF-$0.25 HC-$1.80
Descriptors-Administrative Personnel, Administrator Attitudes, *Disadvantaged Youth, Inservice Teacher Education, *Institutes (Training Programs), Mexican Americans, Teacher Educator Education
Identifiers-Guilford Zimmerman Temperament Survey

Twenty-six elementary and junior high school administrators and four college teacher educators participated in a 6-week summer institute, the first phase of a program designed to improve the education of children in schools serving the disadvantaged, particularly Mexican-Americans. The program involved (1) cognitive learning, (2) practicum experiences involving the theory or academic content, and (3) personal development in understanding of self in relation to others as demonstrated in the professional role. Academic areas were "Group Dynamics," "Cultural Background of Mexican-Americans and Its Influence on Language," and "Learning Processes" (which emphasized differences in learning patterns of disadvantaged children, particularly with regard to language). Participants worked on "task group projects" to attack real problems being experienced in the schools; these will continue during the school year. Other activities included "sensitivity groups" to enhance understanding of self and others, videotape role playing, and "real" parent-teacher interviews. Evaluation measures, a pre-post self-concept survey and three questionnaires, indicate that the program achieved its objectives as nearly as possible in the first phase, particularly in the movement of participant attitudes (toward their students and toward planning programs for them) from closed-mindedness to understanding and openness. (JS)

ED032289

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Director's Report: (Part A) A Plan for Improving the Education of Disadvantaged Children Through In-Service Training of Administrators, Trainers of Teachers, and of Classroom Teachers

June 2, 1969 (Beginning Date) To July 11, 1969 (Ending Date)

Loyce McGehearty, Ph. D.
(Director's Name and Title)

University of Corpus Christi
(Host Institution)

Corpus Christi, Texas
(Location)

SP003085

INTRODUCTION

The first portion of the EPDA Project for Administrators and College Teachers working with schools serving disadvantaged, primarily Mexican Americans,held on the campus of the University of Corpus Christi June 2, through July 11, 1969, has been completed, essentially as planned. No major changes occurred. Many of the activities planned could not be fulfilled as completely as had been hoped due to the reality of the numbers of hours in each day. This report is being written as a preliminary statement of progress. The most important point, as seen by the staff at this time, is that the attitudes of the participants moved from closed-minded to understanding and openness. While confident that much learning occurred, the greatest learning is expected to take place during the coming year as these participants return to their schools with (we believe) different attitudes toward their students and toward planning meaningful learning experiences for them.

The view that schools in this region have not been adequately educating the disadvantaged children has been documented in the Plan of Operation for this project. The problem of bringing about change in the instructional program in order to assist these children in learning more effectively has been approached through an interdisciplinary path involving several of the behavioral sciences and borrowing from other disciplines as well.

The program was organized upon the premise that meaningful learning does not take place without involvement of the whole person,

particularly the affective elements. This point of view has long been held with regard to children, but seldom approached as an appropriate way of working with educators. Perhaps the assumption is unconsciously made that the educator, be he teacher, administrator or other staff member, is not influenced by his emotions as he deals with structuring a curriculum or working with disadvantaged students. The content of books concerning work with disadvantaged children seems to focus upon the logical transmission of knowledge concerning them. Yet research evidence continues to accumulate, indicating that attitudes (Rosenthal and Jacobson, 1968) do influence the teaching-learning process. One of the stated objectives of this program has been to bring about change in the <u>attitudes</u> of the participants. The need for this change in attitude was based on both experiences in dealing with school personnel and in the research in the literature. The person with middle class American values has difficulty understanding the motivational processes, or the ways in which learning takes place in a person from a different background, whether he be Hopi Indian or Appalachian mountaineer.

1. <u>Planning</u>. The three phases of the program (1) cognitive learning on the part of the participants, (2) practicum experiences involving the theory or academic content and (3) personal development of understanding of self in relation to others as demonstrated in the professional role were planned to function together to bring about the changes desired. The modifications required due to budget cuts were not made on any major items except for (1) cutting the pay

to be made to the participants for their involvement in the program during the academic year yet to come and (2) deleting funds for comprehensive evaluation. Other cuts have necessitated parsimony in regard to many items of instructional value but have not drastically changed the program (i.e., additional video-tapes which could be stored for re-play later in the schools, etc.).

The consultations which occurred prior to writing the proposal were probably those to which the greatest value for success of the program may be attributed. The director, Dr. Loyce McGehearty of the University of Corpus Christi and co-director, Dr. Charles Clark, School Psychologist with Corpus Christi Independent School District, have been consulting with, working with, and attempting to understand the problems of the schools of this region for some time, and most intensively for the past two years. Contacts through individual students at the University of Corpus Christi who have gone to work in the schools and have reported on their experiences, visits with friends and families at many levels and of various ethnic groups, work with the Southwest Educational Development Laboratory as a consultant doing interviews in the homes of migrant Mexican American families and consultant work with a number of smaller school districts has enabled the Director to accumulate a store of grass roots informality. This has simply pointed up the enormous need to know more about the backgrounds, values, patterns of thinking, and cultural heritage of the disadvantaged students in this area. Both staff members named here worked with the Follow-Through program using the bi-lingual approach, and with the Experimental Reading Program for Mexican

American Students sponsored by Houghton-Mifflin to develop bi-lingual materials and with the Head Start programs, to name only a few of the influences upon the planning of this program.

Perhaps the essential point of the above paragraph may be made by quoting from the EPDA publication "Facts About Programs for 1970-71":

> "..institutions and agencies...should begin...with their own assessment of needs, priorities and resources."

The difficulties surrounding the lateness of Congressional appropriation of funds and the ensuing crash program to negotiate, cut budgets, etc. scarcely needs emphasis in a report to the offices of EPDA. The facts are there. The parts of our project most hampered by this problem concerned committments for staffing and problems with recruitment. Fortunately, with considerable tension and anxiety along the way, the staffing problems were resolved far more satisfactorily than might have been expected. The same cannot be said of the preparation of the brochure. While the document served the purpose, the format and several other details were not at all satisfactory, due to the pressure of time in its preparation. The recruiting was not severly hampered, in our opinion, but could have been more intensive had we had more time.

The specific conferences held during the spring concerning implementation of the program already planned were with (1) Dr. Dana Williams, Superintendent, Dr. Leo Bradley, Assistant Superintendent, Dr. Wallace Davis, Curriculum Director, and Dr. Charles Clark all of the CCISD, concerning recruitment and release of time from assigned role in the schools of the administrators who planned to attend.

Additionally, access to the schools for field trips, permission to ask for assistance from personnel on duty with various programs during the summer, etc., was obtained. (2) Mr. Thomas Tope and his staff of the Educational Service Center, a branch of the state education agency operating in part through federal funds, were consulted concerning obtaining their cooperation with recruiting and with the distribution of materials. They have also been most cooperative in mutual sharing of video-taping equipment when needed. (3) Dr. Carl Wrotenbery, Director of the Curriculum Development Project on our campus was consulted concerning plans for the future for the college teachers of teachers to be involved. (4) Dr. Vaughn Manley, Director of the Community Action Program, and Mrs. Austin Webb, Chairman of the Board of the CAP were both consulted concerning panels for the program. (See page 10) (5) Mr. Gonzalo Garza, an outstanding elementary principal, Principal for the summer Head Start program, and personal friend of State Senator Joe Bernal was consulted concerning ways the program could be more effective, and to enlist his aid in obtaining the service of Senator Bernal, without fee. (6) Mr. Gus Guerra of the migrant program in McAllen, Texas, was consulted and agreed to work with us.

2. Participants. Selection criteria and methods worked quite well. The only real problem was the relatively small number of applicants. Only a handful of otherwise eligible persons were rejected on the basis of predicted lack of growth potential. The college recruitment was particularly lacking in response. However, the small number of

possible participants, the low stipend, and other commitments may well account for this. Selection of participants was accomplished through the distribution of brochures to the geographical area involved. The CCISD and the Region II Educational Service Center assisted tremendously in distributing these materials.

The participants consisted of 26 elementary and junior high school administrators and four college teachers of teachers. There were 10 elementary principals from CCISD, 8 elementary principals from smaller schools within a 50 mile radius, 3 multi-level principals from smaller districts, 4 junior high school assistant principals from CCISD and 1 junior high principal from a smaller district. There were 3 Negros and 9 persons with Spanish sur-names. Two of the college teachers were women, all the other participants were men. Efforts were made through the Educational Service Center, the CCISD and by personal contact to recruit more persons of Mexican American backgrounds, but whatever the reasons, no others applied. Fortunately, all those who did apply were well qualified. There were a sufficient number of the three major ethnic groups present to accomplish the purpose of assisting each other in understanding different values. Many comments were made by individuals concerning their increased understanding of other ethnic groups. This worked in all three directions. One participant insisted he was the only true minority representative present since he is a Louisiana man of French descent -- a Cajun. Openness and friendly needling characterized the interchange between groups. Discussions of labels such as "Latin-American", "Mexican American", "other", "colored people",

"Negro", "Black", and the implications of these labels took place not only in the classroom but in many informal settings.

3. Orientation Program. Orientation was carried out by mail and by some telephone contacts. (See appendix) Reading assignments were made in advance. The first day of the program was devoted to orienting the staff and participants to the mutual aid aspects of the program.

4. Staff. The format of the program in terms of the different types of staff was based on the experiences of the past two summers in operating similar programs. The use of a consultant for ten lectures was a change from previous programs that was a great improvement. The nature of the small group work requires a certain background and training that is difficult to find in someone from another discipline other than education or psychology, hence the professional filling the role of interdisciplinary lecturer cannot always be depended upon to be a specialist in the other phase. Actually, the consultant we were fortunate enough to obtain for the series of ten lectures on background and culture, Carlos Rivera of El Paso, could have handled such small groups quite well, but this is an exception.

Regular staff meetings were held at the home of the Director in the late afternoon once each week. These meetings were rather like sensitivity groups for the staff as they explored their own reactions and the progress of the program.

The staff had expected that the combined impact of intellectual and cognitive material, along with small group experiences and explorations of attitudes and values would enable the participants to become more open to new ideas, and more understanding of differences. They had not really foreseen how they would become involved in the same process themselves. They discovered quite a few interesting facts about themselves concerning their own attitudes toward administrators. As anticipated, the summer was a learning experience for the faculty (college teachers) of the program as well as for the participants. The learning experiences were definitely two-way communications. This had been anticipated, although the directions of learning could not always be predicted. For example, during the first three weeks of the six weeks, the staff felt that the administrators from the schools were resistant to learning, were threatened by the experience, were not willing to be open to new experiences, etc. During staff meetings, these attitudes were discussed. The reality of the problems facing administrators with pressures upon them from parents, children, teachers and higher administration, the many problems with which they must deal each day -- all these things were discussed with resulting understanding on the part of the staff. The weeks of daily communication in both formal and informal settings, small group work, class work, individual work; all these added to the staff's growing understanding of and ability to communicate with the administrators. Apparently the administrators felt the same way, as judged by the responses to the evaluation instruments given at the close of the program.

Comments on the sentence stems such as:

I really disliked .... "not being able to spend more time in an informal setting with institute staff. They were great! --Really sincere and enthusiastic."

The experience I valued most highly was ... "the relationship of the entire staff to the group. -- warm and real human!" "....the honest and sincere criticism of the staff."

There are times when I wish ... "...all teachers could hear the staff lectures."

The usefulness of administrative assistants as additional sources of information of the impact of the program cannot be overlooked. Mrs. Patsy Sherrod and Mr. Bill Buckmiller, the two perceptive, interested young people who worked on administrative detail, video-taping, audio taping lectures, scheduling meetings, etc. were an invaluable aid to the director and indirectly to the staff in terms of feedback on the effectiveness of the program. At least one was present for all video-taping and playback. They also engaged, in the informal groups of coffee break and lunch time, in conversations with the participants. Regular informal reports were made to the director on progress of individuals and groups.

Consultants named in the proposal who enlivened our program were Dr. John McFarland, Dean of the College of Education at the University of Texas at El Paso, who dealt with the administrators role as a curriculum leader, Dr. Theodore Anderson, The University of Texas at Austin on leave with Educational Development Laboratory at Austin who came without fee and helped our understanding of bi-lingual programs, and Dr. William Madsen, author of Mexican Americans in South Texas. Dr. Madsen dealt with the larger area of problems of differences in cultures, in values and resulting misunderstandings

between groups. The approach of the anthropologist to understanding human behavior, as well as with the specific problems of our region were discussed. He said that much of the above named book was dated, and that he regretted that it had been necessary to present a somewhat stereotyped picture in that work in order to condense the mass of material.

All the participants had the opportunity to meet with these outstanding people in small groups. This has been found to be a very useful technique for working with visiting consultants. The participants are able to communicate with them in the small groups on topics of particular interest that they might not be willing to bring up in a larger group. Again, the old cliche about meeting the needs of the learner comes to mind in relation to this procedure.

Major instructional areas were (1) Learning Processes taught by Dr. Charles Clark with emphasis on the differences in the learning patterns of disadvantaged children, and the problems involved with lack of symbolic language whether the child is bi-lingual or not, (2) Group Dynamics taught by Dr. Charles Williams whose proven skill at facilitating growth in people in classroom group setting has been evidenced in previous summers and (3) Cultural Background of Mexican Americans and Its Influence on Language taught by Carlos Rivera of El Paso. The rest of the program focused on Task Groups designed to work on real problems being experienced in the schools and to continue after the six weeks, Sensitivity Groups to enhance understanding of self and others and a number of other learning experiences involving role playing and "real" parent and teacher interviews.

The carry over into the regular work of all the members of the staff will be large. Dr. Williams, of North Texas State University, has commented that the summer program will directly effect his teaching of graduate classes, particularly those involving administrators. Certainly the work of the college teachers of teachers involved as participants in the program will be influenced, especially as they deal with teachers of teachers and with disadvantaged college students. Other staff members will carry back their learning experiences to their various roles in the field of education.

5. Program Operation. The overview of the operation of the project has been given in the introduction. The evaluation section will give information about attainment of objectives

In addition to the didactic instruction mentioned under Staff, some of the other activities are described below.

The first series of interviews was done with a role player who turned out to be a real discovery. The staff had been seeking a parent or parents from the lower socio-economic level Mexican American community to interview the principals, presenting some problem of concern to them. Several possibilities were explored, but the problems of logistics were so great that a decision was made to begin the interviews using a role player. Mrs. Claire Cantu Alaniz, a senior education student at UCC, was willing to perform. The first role she played was close to the reality of her own family, that of a mother of a bright girl who is not achieving in school. However, Mrs. Alaniz has felt the problems of her people for many years and

comes from a small rural town with a poverty background. She has worked her own way through most of her college years, helping to support her mother a good part of the time. She experienced many of the problems of the group about whom we were concerned as she grew up and fought to improve herself. She suggested that she play the semi-literate mother of a "Mejicano" who has gotten in a fight with a "gringo". She comes to upbraid the principal because he has spanked her "Juanito". This proved to be a most rewarding learning experience for the principals. Playback and discussion helped the participants see their performances more realistically. Several related tales of similar mothers who had come to their schools. This proved an excellent vehicle for developing an understanding of case analysis and the dynamics underlying behavior. Various possible techniques of interviewing were considered, including a discussion of how defensiveness develops when one is under attack.

The second series of individual video-taped interviews drew upon the participants of another EPDA group. Concurrently with this project, an EPDA program for persons with bachelors degrees but lacking teacher certification was being conducted on our campus. Through the cooperation of their director, Dr. C. L. Norrell, interviews between the prospective teachers and the participants were arranged, video-taped and played back for group discussions. These interviews were designed to enable the participants to experiment with the technique of consultation (McGehearty, 1969). Preceeding their experience, a demonstration was held in the class between the director and a teacher so that they could understand this approach.

Several transcripts of consultation interviews and papers had been distributed earlier. Again, the experience proved meaningful to the participants beyond expectations. Unfortunately, time and staff limitations prevented the arrangement of additional interviews in the homes of school patrons using the video-taping equipment. A number of the participants did use home visits as part of their Task Group projects, but none were taped.

One of the most vivid afternoon sessions was held just before the end of the program. Seven Mexican American students, identified by the assistance of the Financial Aids Officer of UCC as being from families that may be called legally "poverty" families (less than $3,000 annual income) all from South Texas, related their experiences in schools as they remembered them. They were quite articulate, and while as individual as any seven people may be, were able to present a picture of the fear and discomfort of the Spanish speaking child as he proceeds through school. During the question and answer session, one of the Mexican American participants asked if they planned to marry someone who was traditionally Mexican American in his views, or one who was more like the traditional Anglo man. Only one preferred the traditional, much to the pretended chagrin of some of our Mexican American participants.

Another interesting program was presented by State Senator Joe Bernal who had just completed a strenuous session in the state legislature and has been instrumental in getting legislation passed to encourage bi-lingual programs. He discussed the problems of testing, particularly of IQ testing, with Mexican Americans. Since he spend a

number of years as an elementary classroom teacher in one of the most poverty ridden areas of San Antonio, he had the background information to communicate well with our group.

The Task Groups were composed of seven or eight persons, deliberately heterogeneous, with the purpose of setting out to identify major problems each person was encountering in his position, and then beginning to work toward some solution of the problem. This proved to be much slower than anticipated. The groups were variable in their success. Some individuals seemed to have difficulty focusing upon a problem. This may have been due to the peer group influence, to actual lack of knowledge about how to proceed or for some other reason. However, by the end of the summer the participants had become engrossed in specific problems which they plan to continue through the coming year. Some plan more home visitations, with the goal of improving parent relationships, some to devise ways of training bilingual teachers, some to study the problems of testing in their school, some to work with perceptual problems of their children, particularly with auditory perception and with listening skills.

One of the Task Group projects that promises to become a long range work is concerned with bringing more understanding to parents of the work being done with Head Start. One of the problems in this area has been the lack of understanding of the parents about the purposes of the program, and its importance for their children, particularly for the regular attendance of their children if they do enroll. The group working on this project took video-taped pictures of the children in the program in the Corpus Christi schools. Work

is currently progressing to re-make the film, which was in the nature of a pilot work, with a narration by school personnel describing the purpose of the different activities in which the children are engaged. The filming will involve a volunteer from our campus who is familiar with operating the equipment owned by UCC and the Region Education Service Center will transfer the film to permanent 1 inch reels, which may be checked out by schools in this region. The possibility of having the commentary in both English and Spanish is being considered. The technical aspects will have to be studied before a decision can be made.

Plans for next year will include a re-structuring of the Task Groups so that common problems will be discussed. This summer's effort did afford an opportunity for exchange of ideas, for broadening of horizons through the mixture of small schools and large schools and college people, all in view of the educational field.

One request from the group was for a continuation of the sensitivity training. Since funds for this purpose were not included in the original proposal, the possibility of continuing with Dr. Austin on Saturday mornings in sensitivity training with the participants paying the cost is to be explored.

6. Evaluation. As always, needs of individuals vary and the participants responded differently to various topics and experiences The tables presented give their reactions to specific techniques, and to their evaluation of the attainment of the objectives.

Grades were given primarily on the basis of self-evaluation.

They were asked to give specific statements in response to questions about what they had done during the summer, the amount of their involvement, their reading, their participation and their overview of their experience. Then they were asked to grade themselves. The only additional evaluative measure was in the area of Learning where they were required to submit a notebook with a summary and plans for putting into practice the material they had absorbed in that series of lectures.

One point at which expectations were not quite realized during the program consisted of the inability of the Community Action Program office to assist us at this time in obtaining panels of persons from their community organization. An unfortunate loss of the Director who had agreed to cooperate and ensueing problems with office work, proposals to be completed before deadlines, etc., prevented them from helping us with the panels, but the acting director, Earnest Briones, has agreed to assist in the fall and during the year.

The staff gave careful consideration to possible means of evaluating the program. Research techniques in the bahaviorial sciences are familiar to all the major staff members. A number of ideas were discussed prior to writing the proposal. Later, after the budget cut, discussion was held on evaluation at the pre-institute staff meeting. The primary objectives and ways of assessing change were discussed. The consensus was that these objectives would be difficult to assess in any valid manner. Had funds been available, long range plans would have been formulated to attempt to determine actual change in the behavior of the participants on the job. The staff does not feel that the real validity of any measure of success of programs of this type is measurable by verbal responses. True achievement of objectives will result in change in behavior on the part of the participants. However, this type of data is expensive to collect (Pierce-Jones, Iscoe, and Cunningham, 1967).

One objective pre-post measure of personality was selected. Three post measures of the participants' evaluation of the program were used. The three post measures were adaptations of previously used instruments found useful in adapting programs to needs. The post measures were all administered after the work of the program had been completed, the final interviews held and as nearly as possible, all threat of any retaliation for negative reaction had been removed. The staff asked for honest appraisal.

The responses to "Attainment of Objectives" are listed in Table I. As can be seen, the lowest rated of these was the study of techniques for enhancing childrens' coping competencies, which would probably have

Technical Report

TABLE I

RATINGS ASSIGNED TO ASPECTS OF PROJECT BY PARTICIPANTS

	Mean	Positive*	Negative**
1. Lectures by regular faculty	4.13	26	1
2. Consultants	4.27	27	0
3. Sensitivity Process Groups	3.90	23	2
4. Task Groups (small)	3.93	21	2
5. Video-Tape Role Playing	4.57	27	1
6. Special Interest Groups (small)	3.63	16	4
7. Independent Study and Reading	4.00	23	1
8. Task Group Project	4.10	24	0
9. Informal Interaction with Group Members	4.70	29	0
Grand Total (9 items by 30 persons: N = 270	37.23	216	11

* Strongly Positive --- 4 & 5
** Strongly Negative --- 1 & 2

been lowest rated by the staff had they been asked to rank the objectives. While some specific methods and materials were presented, there was simply not enough time to both build the foundation in theory and in observations concerning the rationale upon which new techniques would evolve and to implement them. Additionally, each school is expected to become involved in understanding the particular needs of their students, and in working through the theory to application for their particular problems. The second year of the program which is projected will begin to deal more directly with the attainment of this objective.

Table II lists the evaluation of the participants of the various teaching-learning techniques used. As can be seen, the lowest rating went to the Special Interest Groups. This is understandable as explained below. The Informal Interaction and the Video-Tape Role Playing received the top ratings. This emphasizes the need to build into the program schedule time for informal interaction. Lunch hours were deliberately scheduled for an hour and a half so opportunity would be present for interaction.

Table III, IV and V list the responses to a more projective type of measure. This consisted of sentence stems to be completed by the participants. The first five of these stems are designed to elicite both positive, negative and ambivalent responses. They were given to the group at mid-point of the program to determine their views of the progress of the program. Some modifications were made at that time. The "Special Interest" groups were added at that time, with the somewhat negative results listed above in Table II. Time was too short

TABLE II

RATINGS OF ATTAINMENT OF THE PRINCIPLE OBJECTIVES

OF THE PROGRAM MADE BY PARTICIPANTS

Objectives	Mean
1. Study theoretical background for human behavior	4.33
2. Increase understanding of others' perceptions of the world through study of the value systems and mores of other cultures	4.10
3. Acquisition of understanding of effective use of self as a tool in relation to others	4.35
4. Study of techniques for enhancing childrens' coping compentencies	3.75
5. Development of team and cooperative approaches to working together in problem solving	4.35

to meet the needs expressed by the group.

The incomplete sentence responses are grouped in the three tables as follows:

Table III contains the five varied and relatively ambiguious stems. Table IV contains items pertaining to planned action on the part of the participant. Table V contains items pertaining to understanding the particular kind of child being studied. Table VI contains one item designed for the most strongly positive reaction and two items eliciting the most negative comments.

The fact that 33% of the participants found no way to respond to "least meaningful" and 76% did not respond to "really disliked" could be a defense reaction, but the staff is inclined to accept these responses at face value. Responses filtered through other sources in the community indicate that the very strong positive reaction, while perhaps unrealistic, was honest on the part of the participants at the time. The staff only hopes that the growth can be continued.

The detail of the responses indicates that more than just a warm positive glow has inflitrated the participants. Specific item responses, concrete plans for the future and other evidences of differentiated growth in knowledge, not just a global feeling of well being, have resulted from the experience. Realistically, the staff set out to free the participants of defensiveness, to enable them to look at themselves more objectively, but with confidence in themselves as agents of change in their schools. Apparently, from all the evidence we can gather, this has occurred, as much as could be expected in a brief six weeks.

TABLE III

OVERVIEW OF PROJECT

Sentence Stem "This project has been....	F	%
Positive Responses:		
Interesting, informative, enlightening....	20	66.6
Learning experience - see myself better	6	20.0
Challenging, stimulating	4	13.3
Negative Responses:		
None		

"I wish we had not ....."	F	%
Negative Responses:		
Work requirements	4	13.3
Had such long sessions, and been rigidly scheduled	15	50.0
Positive Responses:		
Limited program to 6 weeks, were short on time, so rushed in sensitivity groups	4	13.3
No answer	7	23.3

"If we only had more time for..."	F	%
Putting theories into practice	5	16.6
Sensitivity training, small group interaction	13	43.3
Individual conferences, role playing	4	13.3

"If only we had more time for..." Continued	F	%
Structured study, field trips, classroom practicums	8	26.6

"There are times when I wish....."	F	%
Positive Responses:		
Institute could continue longer some lectures had been continued, sensitivity groups would continue	8	26.6
I could do more	6	20.0
Negative Responses:		
More concrete discussion	3	10.0
Miscellaneous: specific activities	13	43.3

"Some of the activities...."	F	%
Positive Responses:		
Were very well planned, were excellent	5	16.6
Ambivalent:		
More helpful than others	21	70.0
Negative Responses:		
Somewhat repetitious, were threatening, could have been better scheduled	4	13.3

TABLE IV

"If I have an opportunity to influence "My" school..."	F	%
Method:		
Make it aware of individuality of students, co-op planning to disadvantaged, group dynamics.	11	36.6
Concerning Faculty:		
help faculty understand disadvantaged, help them feel better about themselves, implement some things learned	16	53.3
Miscellaneous:	3	10.0

"When working as a Consultant to others..."	F	%
Positive Responses:		
will be a better listener	15	50.0
Be a facilitator	3	10.0
Feel more competent, do a worthwhile job, be more aware of what is being said.	10	33.3
Negative Responses:		
Feel a lack of techniques	2	6.6

"Some of the most effective things we can continue..."	F	%
Groups:		
More sensitivity groups, small group meetings, keeping in contact with each other	15	50.0
Staff:		
more guest specialists	3	10.0

"Some of the most effective things we can continue..." continued	F	%
Techniques:		
Another institute, seminar for college teachers, more test and actual techniques	9	30.0
Miscellaneous:	3	10.0

TABLE V

"My understanding of the bilingual programs...."	F	%
Positive:		
has been clarified, have a better understanding, increased, more enhanced	26	86.6
Has changed positively	2	6.6
Miscellaneous Statements	2	6.6

"My understanding of disadvantaged student..."	F	%
Positive Responses:		
Greatly increased or enhanced	17	56.6
is very clear for identifying purposes	7	23.3
is one who has a breakdown in the learning processes	2	6.6
Negative Responses:		
not as much as I hoped	2	6.6

"My understanding of the disadvantaged student..." Continued	F	%
Miscellaneous: neither positive not negative	2	6.6

"Understanding different value systems..."	F	%
Positive Responses:		
is necessary, is important was rewarding for me	14	46.6
helps to understand others	11	36.6
miscellaneous	5	16.6

"Cultural differences now seem to me...."	F	%
Positive Responses:		
more important	18	60.0
have many valuable contributions to make, more real, more natural	7	23.3
reasons for student behavior	3	6.6
Negative Responses:		
less important to me	2	6.6

TABLE VI

"The experience I valued most highly was..."	F	%
Groups:		
small group interaction sensitivity groups	7	23.3
Staff:		
Dr. Clark's lectures on learning process, and specific staff interaction	14	46.6
Techniques:		
video-taping, practicing interviews	7	23.3
Miscellaneous:		
All field placement, etc.	2	6.6

"For me, the least meaningful part of the project was..."	F	%
Negative Responses:		
sensitivity and special interest groups	8	26.6
specific guest lecturers	6	20.0
Positive Responses:		
No answer	10	33.3
Miscellaneous:	6	20.0

"I really disliked..."	F	%
Negative Responses:		
sitting in same seat, early classes, short lunch hours, seeing myself on video tape	7	23.3
Positive Responses:		
Nothing about the program	23	76.6

The staff had decided in pre planning that change in self-concept, or personality characteristics as seen by that person himself could be assessed through use of one of the standard self-report inventories. The Guilford Zimmerman Temperament Survey was selected as a relatively non-threatening measure that should show evidence of change in self-concept over a period of six weeks, if any of the currently available measures could be expected to show such change in this short period of time.

The pre-measure was given the second day of the program, so that any initial deviations from typical behavior due to stress of first day adjustments could be avoided. The post-measure was given the last afternoon of the program, after grades, and before the other evaluations of the program.

Individuals were expected to learn to understand themselves more thoroughly, and to use themselves more effectively. The mid-scores, or slightly above mid-scores are generally considered to be positive on this scale. Questions of reliability and standard error need to be considered. However, the results presented on Table VII are tests of significances of differences between means on pre and post measures which have been computed, with two interesting results that are clear. First, there is a clear tendency, although not significant except in one instance, for higher scores (assumed to be positive) on all scales except the Friendliness scale. This could be interpreted as a more open and honest attitude if the items on the scale are examined. Sample "yes" item: You hesitate to tell people to mind their own business. The second point is that there

was a significant difference between pre and post measures, at the .05 level of confidence, on the Masculinity-Femininity scale. Does this mean that the participants were more able to accept themselves as what they are -- male or female? One wonders, particularly since only two participants were female, if the discussions about "machisimo", maleness and so on drawn from the Chicano context may have entered into this new self perception. A visual scanning of the individual scores indicates that both Chicanos, Anglos and Blacks gained in this regard.

The evidence is too tenuous to justify any firm conclusions, but is interesting. The scales approaching significant change in addition to the one named were General Activity level, perhaps reflecting an inspiration to go back to the schools and work on new programs, Ascendence, with a move toward more self confidence, Sociability, with more freedom to move toward others, Objectiveness, with some loss of defensiveness.

TABLE VII

Significance of Difference Between Means on Pre and Post Administration of the Guilford-Zimmerman Temperament Survey

Scale Name	Time	Mean	Diff.	"t" Score	Level of Significance
General Activity	Pre	15.97		1.08	.30
	Post	17.70	1.73		
	Norm*	17.00			
Restraint	Pre	19.40	.30	.30	.80
	Post	19.70			
	Norm*	16.90			
Ascendance	Pre	16.80	1.60	1.02	.30
	Post	18.40			
	Norm	15.90			
Social Interest	Pre	19.90		.91	.30
	Post	21.47	1.57		
	Norm	18.20			
Emotional Stability	Pre	20.83	.84	.58	.60
	Post	21.67			
	Norm	16.90			
Objectivity	Pre	18.83		1.20	.25
	Post	20.40	1.57		
	Norm	17.90			
Friendliness	Pre	17.10		.53	.60
	Post	16.37	.73		
	Norm	13.80			
Thoughtfulness	Pre	19.37		0	0
	Post	19.37			
	Norm	18.40			
Personal Relations	Pre	19.77		1.22	.25
	Post	20.80	1.03		
	Norm	16.70			
Masculinity	Pre	19.70		2.07	.05* *
	Post	22.20	2.50		
	Norm	19.90			

* Norms for men from manual of instructions.
** $p < .05$

CONCLUSIONS

Globally, the program seems to have achieved its objectives as nearly as is possible in the first six weeks phase. As defined in the directors handbook, "the basic purpose of all programs under EPDA is to cause change in knowledge, attitudes, methods, or all three, of the participants, and perhaps, of participating staff and even institutions as well." We are fairly certain of the change in knowledge of both participants and staff, and are hopeful that change will occur in participants' and staffs' home institutions.

The major strengths:

- A cohesive staff, understanding of each other and the needs of the program.
- Extensive cooperation and understanding between an urban school district and a small liberal arts college.
- Interaction between participants and staff with mutual learning taking place.
- Transmission of knowledge concerning the learning process of disadvantaged children in such a way that practical use may be made of the information.
- Flexible planning so that the program was able to adapt to the needs of the learners as these were evidenced.*
- Use of historical and cultural background of ethnic groups to provide information relevant to production of instructional materials.
- Participants drawn from geographic area small enough to allow continued interaction and sharing of ideas, as well as attendance at formal programs.
- Use of knowledge and techniques drawn from counseling to bring about personal growth in understanding self and others on the part of the participants.

* The negative reaction of a small number of participants who felt the schedule was too rigid was surprising. No two weekly schedules were the same since plans were not set for specific learning experiences more than one week in advance.

Major weaknesses of the program:

- No funds for long range evaluation of effectiveness.
- Time too short to accomplish everything planned.
- Principals had no time between end of school and beginning of program.

The successes may be attributed to the long term prior planning, several years of cooperation between schools and the college with resulting mutual trust and elimination of red tape, team approach to teaching used by the staff, with each member staying in touch with others activities and reactions to participants, and the basic philosophy throughout the program that warm, positive regard for others results in freedom from anxiety with freedom to change and grow in knowledge and effective performance.

The judgment of the participants of the most significant aspects and expected influences are found in Table IV and VI and have already been discussed. Materials collected and available for use with teachers and others are listed in the appendix.

The program accomplished its major objective in a highly satisfactory manner: to bring about change in the attitudes of participants toward disadvantaged children so that they might be able to understand the needs and cognitive styles of those children. The balance of the projected program will be directed at developing methods of enabling the children to learn more effectively. The foundation has been laid upon which the building may take place.

REFERENCES

Guilford, J. P. and Zimmerman, W. S., The Guilford-Zimmerman Temperament Survey Manual. Beverly Hills: Sheridan Supply Co., 1949.

Pierce-Jones, Iscoe and Cunningham, Child Behavior Consultation in Elementary Schools. Silver Springs, Maryland: IRCOPPS, 1967.

Rosenthal, R. and Jacobson, L., Pygmalion in the Classroom. Dallas: Holt, Rinehart and Winston, 1968.